**Student Blogging Rubric**

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| **CRITERIA** | **5** | **4** | **3** | **2-1** | **0** |
| **Regularity** | Entries were made in the log book on the same day class was given or exposure to language occurred. | Entries in the blog were made respecting deadlines. | Entries often respect deadlines but some have been recorded afterwards. | Does not have records and work up to date. Notes are disorganized and do not reflect what was done in class. | Has opened logbook but has recorded very few entries. |
| **Extra exposure to language** | Student shows a great deal of exposure to target language outside classroom and always searches for different opportunities to be actively involved.  (much active involvement) | Student shows evidence of exposure to target language outside classroom and often searches for opportunities to be actively involved.  (some active involvement) | Some evidence of exposure to target language outside classroom. Student occasionally searches for opportunities to be involved. (mostly passive involvement) | Very little exposure to target language outside classroom. Exposure is accidental and depends on outside factors or pressure.  (only passive involvement) | No exposure to target language outside classroom. |
| **Reflection** | Reflection indicates that student is listening well in different contexts and is able to relate what is heard to what is read | Reflection indicates that student is listening well in class and outside the classroom situation | Reflection alludes to what student has heard in class and outside the classroom situation | Student makes minimal reference to what is heard in class or outside class | Student makes no reference to what is heard in class or outside class |
| **Organization and Vocabulary** | Text is uniformly organized, and there is a consistent use of new vocabulary. Student attempts to use new expressions and complex structures. Details varied and vivid. | Text is generally organized, new vocabulary has been used and student tries to use synonyms. Some connectors are present. | Some organization is present but some no smooth transition between one sentence or the other. Vocabulary not appropriate at times. Endings may sometimes be awkward or abrupt. | Text lacks organization, and vocabulary is poor and there is a lot of repetition. Simple sentence patterns . | No development of narrative elements. No details. Incomplete sentences. Very simplistic vocabulary. |
| **Accuracy** | One or two minor errors.  No major errors. Writing has been checked for spelling and grammar. | No more than six combined errors (major and minor).  Errors do not cause significant reader confusion.  Writing has been checked for spelling and grammar. | Some minor errors. Some major errors.  No fewer than five combined errors (major and minor). Some errors cause reader confusion.  Writing has been checked for spelling. | Many minor errors. Many major errors. Many errors cause reader confusion and interference with understanding.  Writing has not been checked for spelling and grammar. | Many major and minor errors causing reader confusion. Difficult to read.  No attempt was made to spell/ grammar check. |